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ABSTRACT

Sixteen activities on issues and topics related to work, time, and leisure are presented. High-school students choose specific activities which they will work on during a period of several days. Most activities take the students out of the classroom and involve a study of family and community components of work and leisure. Some are individual activities, some require partners or small groups, and all are performed without continual supervision by the teacher. Activities which help students develop an understanding of a variety of ways in which time can be spent include brainstorming, doing something new with an unfamiliar person, and choosing occupations that would be useful in specific situations. The cost of leisure activity and entertainment is estimated by researching prices at local public places. Comparisons of students' family vacation habits and distribution of chores at home provide insight into differing attitudes toward work and the roles of men and women. A chart of occupational statistics illustrates sex-role distinctions, and interviews with professionals clarify the nature of specific jobs. (AV)

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WORK AND LEISURE

A COMPARATIVE VIEW

An Experimental Unit

Prepared by the Center for Teaching International Relations

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TEACHER'S INTRODUCTION

This unit does not involve the teacher in a direct presentation to the students, with the teacher asking questions and the students giving answers. It does give students the chance to decide which activities they would like to do. It does provide students with the opportunity to explore their ideas about time, work, and leisure. It does give students the chance to try out new behavior and to actually experience some of the issues and topics that usually are only talked about. It does give students the opportunity to compare their views, ideas, and lifestyles with other students in the class.

The key phrase which describes this unit is "open-ended." Essentially, the unit provides activities that give students in Language Arts or Social Studies classes the opportunity to experience and think about work and leisure related topics. Students will be making more and more decisions about how they use their time. This unit gives them some time to explore some of the possible uses of time available to them.

Unit Objectives:

To raise questions in students' minds about how their time is used, and how it can be used

To give students practice in making decisions about their use of time in the classroom

To explore the ways in which work and leisure time can be spent

To increase the students' ability and precision in organizing, recording, and interpreting data

To improve the students' ability to make comparative judgments

To improve the students' ability to note similarities and differences in data

To realize that there are a variety of ways in which work and leisure time are spent, and a balance between the two maintained

Note to Teachers:

Run off a number of copies of each of the activities and have them where students can look through them.

Explain to the students that for the next few days they will be choosing which activities they wish to do.

Do not tell them about the activities. Let them find out what is available by looking at the activities. Tell them only that they will be focusing on how they use their time.

Make a chart and place it on the wall. The chart should include every student's name and 10 or 15 columns.

As students complete an activity, have them show you they have finished and then ask them to write the name of the activity next to their name on the chart.

After you have finished the unit you can have each student write a personal essay discussing what they learned from the activities and what they learned concerning how they make decisions about using their own time.

Title: JOBS

Introduction:

What students think about a job and what doing that job is actually like can be quite different. Students need to explore aspects of different jobs and decide whether or not they would like that occupation for themselves. This activity allows students to actually interview someone in a job they are interested in and compare their views of the job with the person who does that job.

Objectives:

To compare students' views of an occupation with the actual experience of someone in the occupation

To examine the many factors that can make an occupation worthwhile

To decide whether a particular job is one students would like to know more about and perhaps try some day

Materials: You will need to duplicate copies of the student handout entitled "Jobs".

Procedure:

All of the instructions and materials needed by the students are included in the student handout. This is an activity you can have the entire class do at the same time if you wish.

JOBS

You will very likely spend most of your adult life employed in one or more job or occupation. At present, there are over 22,000 different occupations in our country. This number is always increasing. This activity gives you an opportunity to check and see if a particular job fits your interests, abilities and values. You can complete this activity alone or you can work in pairs.

Materials: You will need two copies of the job questionnaire for each job you would like to explore.

Procedure:

Step 1: Pick a job or occupation that you are interested in. If you want more to choose from, check with the guidance office. You will probably find there a listing of many occupations that you can choose from. You might consider exploring your father's or mother's occupation.

Step 2: Fill out the job questionnaire based on what you think you know about that job or occupation. Go ahead and make some guesses because you will be checking your guesses later.

Step 3: Take the other copy of the job questionnaire and have someone in that occupation fill it out.

Step 4: Compare the two questionnaires. In what areas were your guesses correct? Incorrect? Compared to your first impressions of this job, would you like to be in this occupation after learning more about the job? What would you have to do to qualify for this job? Go to college? Become more physically fit? Be more out-going? Buy new clothes? Make a list of the things you would have to do.

Further Suggestions:

Check with counselors to see what tests you can take to find out to what jobs your abilities and interests are related.

Job Questionnaire

JOB OR OCCUPATION_____ _____

Circle the number of any statement that does apply to the job.

1. Previous experience is not required for employment.
2. A high-school education is enough to qualify you for the job.
3. The work you do may harm your health or be physically injuring.
4. Special clothes must be worn on the job.
5. The work is performed outside most of the time.
6. You must pass a special test to get this job.
7. In this job you are on your feet most of the day.
8. To get this job you must join a union.
9. In this job you work mostly with your hands.
10. You work alone much of the time.
11. If you wish, you may take work home to do at night.
12. Because of the job, you have to be concerned about what people think of your behavior during nonworking hours.
13. In this job you have control or influence over other people.
14. Sometimes you can put off until tomorrow work that really should have been done today.
15. The job can be done equally well by both men and women.
16. The job gives you the amount of free time you wish.
17. The employer provides you with free life and health insurance.
18. Strikes and layoffs are to be expected in this job.
19. This job makes you feel like you are worthwhile.
20. This job gives you less than one hour for lunch.
21. You can make some mistakes on this job.
22. The job is exciting.
23. The job is much the same from day to day.
24. Good vision is important in this job.
25. In this job, there is no exact time to begin and end the workday.
26. You can become wealthy from this job.
27. You cannot complete the work without the help of others.
28. It is a job in which you keep accurate, detailed records.
29. The job requires that you put ideas on paper clearly and accurately.
30. Regular working hours enable you to plan your free time exactly.
31. You must continue to acquire and obtain information and knowledge to be successful in this job.
32. You have good opportunity to suggest and try new ideas and methods on this job.
33. When you go home you don't have to think about your job.
34. It is important that you get along well with all kinds of people on your job.
35. The work you do requires above-average physical strength.

Title: HOUSEWORK

Introduction:

There are many jobs to be done around the house. Many students are not aware of all the jobs to be done. Some students have much to do at home while others have little to do around the house. This activity gives students a chance to examine who does what around their house and compare their households with the households of other students.

Objectives:

Identify who does what at students' houses

Compare with other students who does what in their houses

Determine some of the factors that might affect who does what in the house

Materials: You will need to duplicate copies of the handout entitled "Housework".

housework

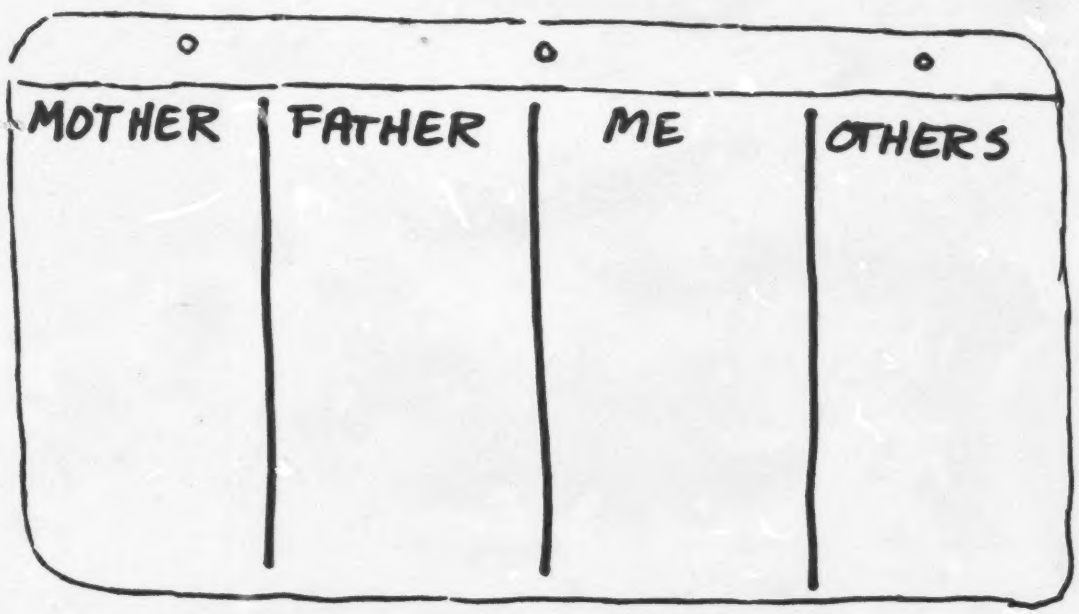
Who is responsible for cutting the lawn at your house? Who cleans the bathroom? Who buys the groceries? This activity helps you find out who does what around the house. You will even get the opportunity to try something you have never done before if you choose to complete this activity.

DO THIS WITH ANOTHER PERSON

This activity should be done with someone else so that you can make the comparisons asked for in the activity.

DO THIS:

Take a sheet of paper from your notebook and make four columns on the paper with the paper turned sideways. Then place the terms mother, father, me, and others in the four column headings. Your paper will look like this:



NOW, cut out the cards that have various jobs and duties listed on them. Cut along the dotted lines. After each person you are working with has a set of cards, including yourself, read the instructions on how to sort them.

SORTING THE CARDS

Now take one card at a time and place it in the column that best describes who does that activity most of the time at your house. For example, if your mother washes the dishes most of the time at your house you would place that card in the column marked MOTHER.

Get together with your partner and compare your charts.

1. In what ways do you and your partner do similar tasks around the house?
2. What tasks are done by different persons in your households? (Take time here to explain to each other why you think your families differ as to who does what at your house.)
3. Now make a list of the factors that can affect who does what around the house. This list should be a joint list as the same factors will usually affect every family although in different ways. NOTE: Does your list include items such as the size of the family? The income of the family? Who the "others" are in your household? The age of the children and parents at home?

YOUR LIST SHOULD HAVE TEN FACTORS. . . . .

NOW TRY THIS:

Do a task around the house that was not in your column for at least a week, but <u>no less</u>. Decide after talking with your parents.

WRITE down in words what you were feeling and thinking about the task keeping these questions in mind: Did I do a good job? Why has the other person been responsible for this task in the past? Should I do this task more often? Will I be doing this task when I get older? How should our family decide who should do those tasks that nobody wants to do?

EMPTY THE TRASH	CLEAN THE BATHROOM	WASH THE DISHES
VACUUM THE CARPETS	CUT THE GRASS	CLEAN THE CAR
WASH THE CLOTHES	FIX THE DINNER	FIX THE BREAKFAST
MAKE THE BEDS	WASH THE WINDOWS	SET THE TABLE
WATER THE LAWN	CLEAN THE BEDROOM	FOLD THE CLOTHES

Title: YOU WIN

Introduction:

We all have things we want to do and we have ideas about how we would really like to use our time if we didn't have to meet certain obligations. This activity gives students the opportunity to identify their preferences for the use of their free time.

Objectives:

Students compare their ideas about free time with the views of other students

Students make a chart showing what they would do with a free week

Materials: You will need to duplicate copies of the student handout entitled "My Free Time."

Procedure:

This is an activity that the entire class can do at the same time. All necessary instructions are on the student handout.

MY FREE WEEK

THINK
ABOUT
IT

You can do anything you like. No money restrictions. No older person telling you what to do and when to do it. If you choose this activity, you can think for a moment about what you would do with a free week. You will need to get someone else to do this with you so that you can compare your responses.

Procedure:

Pretend that you were on a quiz show and won the grand prize. That prize was a free week in which you could do anything you liked that was not illegal. But you must indicate your plans now. On the planning chart fill in what you would do and where you would be for the entire week.

COMPARE:

1. Are there students who share your interests?
2. Do you like what others have done with their week better than what you have done?
3. How many of the activities you have listed are ones that are actually possible for you to do? How many do you do now?
4. Share your chart with someone at home. What do they think of your choices? What would they do with a free week?

Below are a number of words that might describe your free week. Pick three that you think best describe your chart. Do these words describe other charts?

fun	unusual	work	physical
new	common	selfish	
hard	worthwhile	simple	
expensive	different	boring	
busy	play	outdoors	

MY FREE WEEK

	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Name_____

Title: MAKE A CHOICE

Introduction:

This activity focuses on student preferences. The activity helps to increase students' awareness of the fact that our situation combined with our personal values will help us determine the importance of various jobs. Students can begin to see that a position that would be ideal for them in one situation would not be worthwhile in different situations.

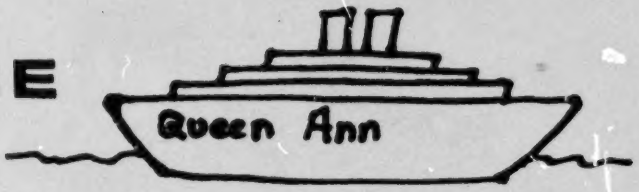
Objectives:

To increase students' ability to discriminate by choosing one occupation that they would like best on a ship on which they are travelling

To observe and note the similarities and differences that are expressed by students regarding the positions they would choose if the ship sinks

To hypothesize about the circumstances under which the occupations mentioned would gain in importance and status

MAKE A CHOICE



HAVE YOU EVER BEEN ON A SHIP ?

Some ships are big enough to hold 1,000 people or more. If you choose this activity you will be making decisions about the job you would like to perform on such a ship. You will also be comparing your decisions or preferences with those of other students in your class and possibly with those of your parents.

THERE ARE STEPS IN THIS ACTIVITY. Follow each one in order.

STEP 1

A large ship or ocean liner full of passengers breaks away from its dock during a storm and is driven out of the harbour. You are on board the ship. The crew was left on the shore, and the passengers must run the ship. You must make some decisions.

Circle the job that you would most like to have. Underline the job that you would like to have the least.

BOWMAN	DECK-HAND	MAN AT WHEEL
CAPTAIN	DOCTOR	CABIN ATTENDANT
COOK	ENGINEER	MUSICIAN IN THE ORCHESTRA

STEP 2

Compare your choices with those of your friends. Did you make similar choices? Write down any of the jobs that two of you chose.

Some of your friends probably made choices that were different from your own. List the different reasons your friends had for their choices.

JOB LIKED MOST	JOB LIKED LEAST
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Check to see if anyone used the same reasons but picked different jobs. How could this happen?

_____

If your discussion with your friends changed your mind about your choices make those changes on the list.

STEP 3

Complete one of the following suggestions:

1. Pick one of the jobs. Are there any special qualifications that should be met by anyone performing that job? List these on your own paper and compare them with friends to see if they agree with you.

2. Do this activity with your parents or other adults. Do older people make similar or different choices than younger people? Explain in writing.

3. Some of the jobs on the list were probably unfamiliar to you. Choose one and write a paragraph about what that job means after doing some research. Check with the guidance department for information.

Title: DEADLINES (Time is Running Out)

Introduction:

Deadlines are a part of everyone's life. There are deadlines for filling out income tax, deadlines for getting a license plate, and deadlines for school forms and papers. Knowing what the deadlines are is essential if one is to meet obligations or obtain services when they are wanted. This is especially true when a person must decide what tasks must be done before others. (Knowing deadlines will help one make such decisions.) This activity focuses on deadlines--deadlines for our personal and social existence and deadlines for problems and concerns that affect almost everyone in the world today. Students involved in this activity become aware of the importance of knowing deadlines and planning their time accordingly.

Objectives:

Identify some personal deadlines within which students must operate when planning their time

Gain a broader understanding of the need to know deadlines

Gain a broader understanding of the seriousness of some of the global problems we all face today

Analyze and read about situations in order to infer which have the most immediate deadlines

Materials: Duplicate the student handouts entitled "Deadlines".

Procedure:

All of the instructions and necessary materials are included in the student handouts. This activity can be done individually, in pairs, or by the entire class at the same time.

Teaching Considerations:

1. Having a deadline does not mean that that deadline is important to meet. Help students to see that they must decide when a deadline is important.

2. Point out that if you don't know the deadline, then you can't decide whether or not to meet it.

deadlines

DEADLINES DEADLINES DEADLINES

Deadlines are an important part of anyone's life This is especially true in a technological society. If you choose this activity you will become more familiar with the personal, social, and international deadlines that face people today.

Read over the activities, deciding which ones you will do. THEN make a deadline for yourself in which to finish the work. When finished with the work, write a paragraph explaining why you did or didn't meet your deadline. You might also use drawings to explain why you met or did not meet the deadline.

TRY ANY OR ALL OF THE FOLLOWING ACTIVITIES:

1

WRITE DOWN ON A SHEET OF PAPER THE DEADLINES THAT YOU THINK YOU HAVE TO MEET DURING THE NEXT 5 TO 7 DAYS.

PUT THE PAPER AWAY SOMEWHERE AND DO NOT REFER TO IT AGAIN UNTIL THE DAYS ARE OVER.

AFTER THE TIME IS UP TAKE THE PAPER OUT AND CHECK THOSE DEADLINES THAT YOU MET. IF YOU FEEL GOOD ABOUT THE NUMBER OF DEADLINES YOU MET TELL SOME FRIENDS ABOUT IT.

IF SOME DEADLINES CAME UP THAT YOU FORGOT OR CAME UP UNEXPECTEDLY, ADD THEM TO YOUR LIST.

WHICH DEADLINE WAS THE MOST IMPORTANT TO MEET? WHAT DID YOU DO, OR WHAT SHOULD YOU HAVE DONE, TO MEET IT?

CIRCLE THOSE DEADLINES THAT YOU SET, AND CHECK THOSE DEADLINES THAT OTHERS SET FOR YOU. EXPLAIN WHICH DEADLINES WERE EASIER TO MEET.

2 MAKE A CHART OF IMPORTANT DEADLINES THAT APPLY TO PEOPLE LIVING IN YOUR COMMUNITY.

YOU WILL HAVE TO CONSULT MANY DIFFERENT PEOPLE TO MAKE A GOOD, COMPREHENSIVE LIST. THESE PEOPLE WILL INCLUDE PARENTS, LAWYERS, INSURANCE MEN, TAX CONSULTANTS, AND SO ON.

MAKE A COLLAGE OR A DRAWING TO SHOW HOW PEOPLE MIGHT FEEL WHEN THEY HAVE TO MEET SO MANY DIFFERENT DEADLINES.

CHECK THE DEADLINES THAT YOU THINK ARE VERY IMPORTANT TO MEET.

CIRCLE THOSE DEADLINES THAT YOU HAD NO IDEA EXISTED BEFORE YOU MADE THE CHART.

DECIDE IF A DEADLINE IS UNFAIR OR UNREASONABLE. WRITE UP A LETTER MAKING A CASE FOR CHANGING THE DEADLINE AND SEND IT IN TO SOMEONE ASSOCIATED WITH THE MAKING OF THE DEADLINE.

3 COMPLETE THE WORKSHEET ON GLOBAL DEADLINES ON THE NEXT PAGE.

DO RESEARCH ABOUT PEOPLE IN ANOTHER SOCIETY, LIKE CHINA OR FRANCE.

DO THEY TAKE DEADLINES AS SERIOUSLY AS YOU DO?
DO THEY HAVE DEADLINES FOR MANY OF THE SAME THINGS AS WE?
WHAT DEADLINES DO YOU THINK WOULD BE MORE IMPORTANT TO THEM THAN THEY ARE TO YOU?
COULD YOU MEET THE SAME DEADLINES THAT SOME OF THE PEOPLE IN THAT SOCIETY MUST MEET?

READ ABOUT SOMEONE IN A NOVEL OR IN A TEXTBOOK AND MAKE A LIST OF THE DEADLINES THAT PERSON MUST MEET. YOU MIGHT READ ABOUT A BOY IN A CITY IN AFRICA, OR A FARMER IN INDIA, OR A STUDENT IN CHINA. COULD YOU MEET THE DEADLINES? WHAT WOULD YOU HAVE TO DO TO MEET THE DEADLINES?

Title: TRY IT, YOU'LL LIKE IT

Introduction:

Have you ever done something that you did not think you would like, only later to have that activity become one of your favorites? Trying out new behavior and getting involved in new experiences are often not easy. In this activity students have the opportunity to get together with a different person and to attend an event or activity that is new to one of them. You never know--this activity may lead to new uses of time by some of your students.

Objectives:

Students make decisions about what to do with their time

Students experience a new idea, activity, or event with another student

Students communicate something about a new experience to the rest of the class

Students empathize with and understand something about another student's behavior and life style

Materials: You will need to duplicate copies of the handout entitled "Try It, You'll Like It."

Procedure:

All of the instructions are included in the handout. Students choose whether or not to do this activity. This should not be an activity that you attempt to force anyone to do. It is important that it be optional for students to participate.

Try It, You'll Like It

Have you ever done something or eaten some food that you did not think you would like, and later found that activity or food to be one of your favorites?

Here is a chance for you to try a new experience with another person. You will need a partner to do this activity -- your partner should be different from you in some important way. He or she might have a different religion, cultural or ethnic background, or different interests.

BUT WHAT WILL WE DO THAT IS DIFFERENT?

Once you have a partner, make arrangements to do something that neither of you has done before or make arrangements to show your partner some activity that you participate in that your partner knows little or nothing about.

There are bound to be plenty of places to go or things to do. If you are having trouble thinking, then just begin to list all the things you do and have done. That will help you start to generate ideas for your outing

After attending the event or doing some activity together share your perceptions and feelings:
-----What was going on during the event or activity?
------Was the event or activity important to the persons involved?
-------How did you feel during the event or activity?
--------Is the event or activity similar to something you do?
---------Under what conditions would you consider doing the activity or attending the event again?

Bring to the class some artifacts (souvenirs) from the event or activity. Think of a way to share what you have learned with the class or a group of students.

****You might create a scrapbook which contains souvenirs with explanations.

****You might make a poster that tries to encourage others to attend the event or try the activity.

****You might get other students to go with you and your partner to the event or participate in the activity.

LISTED BELOW ARE SOME POSSIBLE "TRY IT YOU'LL LIKE IT" ACTIVITIES AND EVENTS. YOU SHOULD BE ABLE TO THINK OF OTHERS THAT MAY BE BETTER FOR YOU.

Funerals:	services before burial, Irish wake, cremation service, rosary, graveside service, etc.
Special Schools:	private school, Catholic school, business school, modeling school, dance studio, etc.
Cultural Holidays:	St. Patrick's parade, The Asking Festival, Tango-No Sekku, Custer Day, May Day, July 4th, American Indian Day, September 16, Cinco de Mayo, Tet, Festival of Las Fallas, etc.
Marriages:	Wedding ceremonies, bridal showers, receptions; Jewish, Greek, Buddhist, or other cultural group ceremonies; etc.
Religious Ceremonies:	Synagogue service, Mass, Bible meeting, prayer meeting, Sabbath meal, Baptism, Jewish circumcision, Christian confirmation, Bas and Bar Mitzvah ceremonies, Ojo de Dios, etc.
Sporting Events:	quarter horse racing, dog racing, automobile racing, motorcycle racing, football game, basketball game softball game, ice hockey game, soccer game
Recreational Activities:	mountain climbing, water skiing, boating, bowling, biking, swimming, ice skating, tennis, golf, putt-putt
Hobby and Art Activities:	make bread, visit a museum, attend the symphony, make ice cream, attend a dog show, visit downtown, eat at a new and different restaurant, make clothes, etc.
Ceremonies of Ethnic or Religious Groups:	Japanese Association, Demolay, Masonic Order, Job's Daughters, B'nai B'rith, Hari Krishna, Knights of Columbus, Elks, NAACP, Transcendental Meditation
Odds and Ends:	tupperware party, church picnic, sensitivity group, medical center, public library book club meeting, school board meeting, city council meeting, movie, play, speech, etc

Title: LET ME ENTERTAIN YOU

Introduction:

This activity helps students explore the costs of entertainment and recreation in the United States. This activity also gives students the opportunity to explore the location of recreational and entertainment facilities in their community.

Objectives:

To improve students' ability to record, organize, and interpret data
To interview people who operate entertainment and recreational facilities
To map the location of recreational and entertainment facilities in your town
To create an ideal town in terms of recreation and entertainment
To determine the costs of participating in different sports
To write an opinion essay on the cost of entertainment

Materials:

Distribute copies of the student handout entitled "Let Me Entertain You." Ten copies should be sufficient.

You will need to provide telephone books for the students unless you want them to bring their own to class. If possible, you also might locate a city map and have a number of copies available for student use.

Procedure:

This activity is optional. All the necessary instructions are included in the handout. The activity could be done by the entire class if you wish.

Further Suggestions:

Make up a list of leisure activities. Have the students decide whether or not they can afford these activities. How do they feel about not being able to afford to do a certain activity? Do they think people with even less money feel worse than they do?

LET ME ENTERTAIN YOU

WHAT DOES IT COST TO GO BOWLING OR SKIING?

If you wanted to attend a concert or see a new movie, what would it cost? Many of you spend your free time in recreational activities or attending events that are entertaining. If you choose to do this exercise you can find out what it would cost to participate in many of these activities.

YOU CAN WORK ALONE OR WITH A PARTNER

Get a copy of the telephone directory, both the white and yellow pages. Also get a copy of a city map. You can usually get a map at a drug store, the chamber of commerce, or a gas station.

Look through the telephone directory and list all of the recreational facilities in your area. Also record how many recreational facilities of each type you find.

NOTE: Many of the town's recreational facilities will not be listed in the phone book. Use the book to start your list. The phone book may give you numbers to call to get more information. You could also take a drive around your community with your parents' help.

** Recreational facilities are places where you do something--a sport, hobby, craft, etc.--indoors or outdoors.

NOW YOU HAVE A LIST OF RECREATIONAL FACILITIES.

NOW make a list of the entertainment facilities in your community. Use the phone book and any other sources you think of.

** Entertainment facilities are places where you watch and enjoy events but usually don't participate.

This difference between recreation and entertainment is not clear-cut. The definitions provided are just guidelines. You can define the terms yourself as you wish, and as you decide whether an activity or facility is for recreation, entertainment, or both.

NOW TRY AT LEAST TWO OF THE FOLLOWING ACTIVITIES USING THE LISTS YOU HAVE CREATED.

1 Contact 4 or 5 of the recreational or entertainment facilities on your list and determine the minimum costs of using that facility. If there is more than one facility for an activity, bowling for example, check as many as you can to determine the facility with the lowest price.

What would it cost for your entire family to go to one of these facilities?

Make a chart to post in the room showing the costs you find. Others may want to add to the chart.

2 Visit a sporting goods store--find the cost of equipping yourself for a sport. Figure out the cost for your entire family to participate in the sport.

NOTE: Find a bare minimum cost and then a cost that includes the purchase of better equipment.

After identifying the costs of the equipment, add any other costs that would be necessary to actually participate in the sport. Include transportation, facility fees, refreshments, etc.

Is this a sport or activity that everyone can afford? Can a family making $8,000 a year, $6,000 a year, or $12,000 a year afford this activity?

3 Make a chart showing how much time people spend in certain recreational or entertainment activities.

Interview people and find out how much time they spend in certain activities. Try to speak with more than one person for each activity you study. How much time would they like to spend at this activity? What keeps them from doing this activity more often? Is time or money or something else lacking?

4 Take the city map and place an X on the sites where recreational and entertainment facilities are located. Think of a way to code your map so that others will know whether you are indicating a recreational or entertainment facility.

Also try to code the map to show which facilities are free and which are not.

Also circle the places you have been. Compare your map with someone else's. Add places you missed. Talk about places you have been. Did you enjoy yourself? Would you recommend that your partner go there too?

Fill in the blank map included in this exercise and show where facilities should be located to be ideal for you. Then compare your map with the map of your partner, or other student, or your parents.

5 Make a list of all the activities, both recreational and entertainment, that are free except for transportation costs. Are there more free activities than activities that cost money?

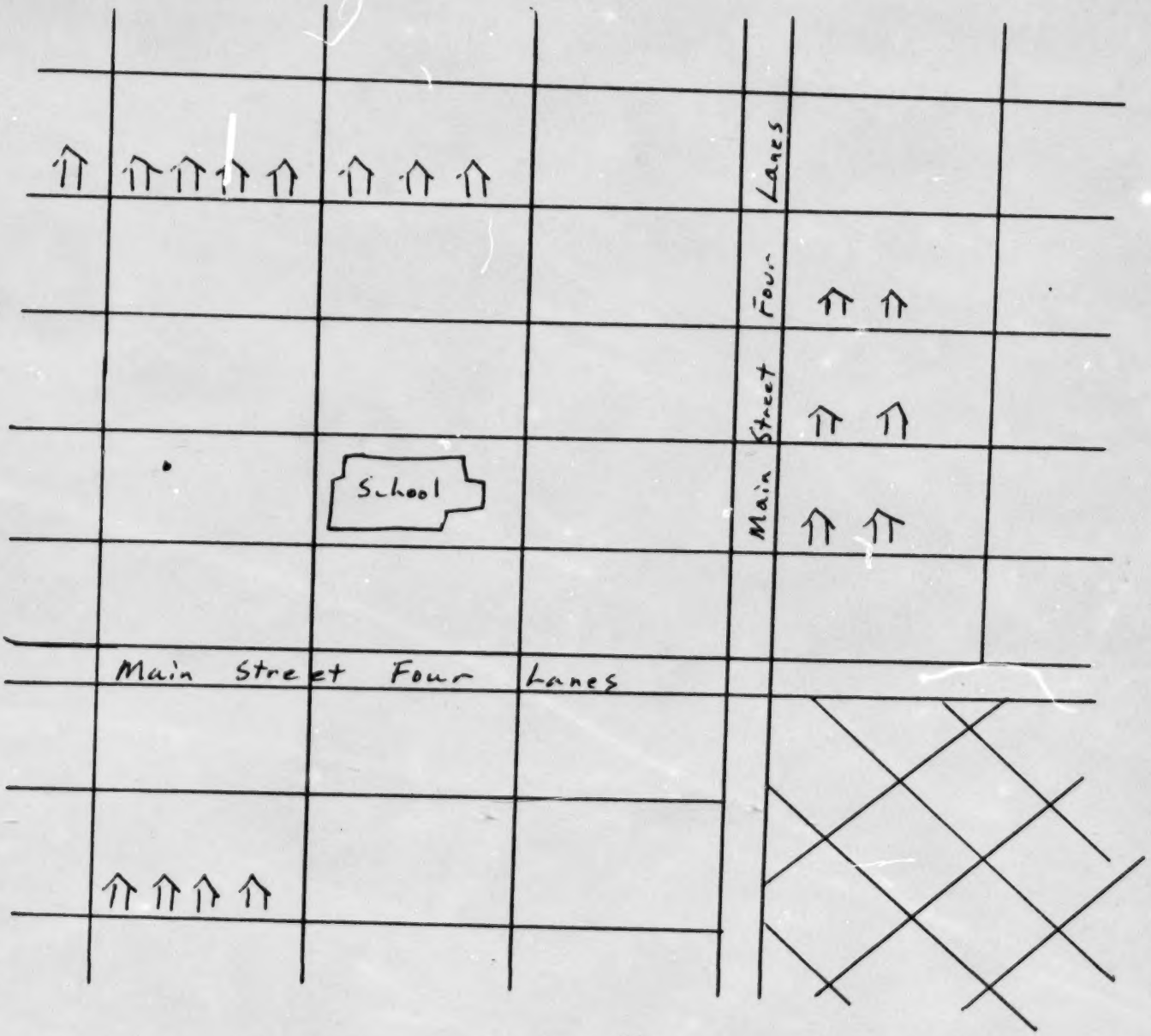
Write an essay on the following statement, pointing out why you agree or disagree with the statement. Base your paper on what you have done in this activity.

IN THE UNITED STATES THERE IS NOT MUCH TO DO FOR ENTERTAINMENT OR RECREATION WITHOUT MONEY.

CITY MAP

Fill in the city map with the kinds of recreational and entertainment facilities you think should be in the ideal community. Remember that the map diagrams an area that would probably have a population of 3,000 to 5,000 people.

Remember to include churches, shopping centers, gas stations, public buildings and all the other non-recreational and non-entertainment facilities that people will need in this community. Then compare your map with a friend's.



Title: WHERE HAVE YOU BEEN?

Introduction:

Americans as a group spend much of their leisure time on vacation travel to different parts of the country or world. How do families in other cultures spend their leisure time? Is that time spent far from or close to home? How can we explain the differences between how people in the United States and other cultures spend their leisure time?

Objectives:

To communicate by using a map
To translate plans into the map format
To plan ahead
To become acquainted with the services offered by a travel agency
To make decisions about what to see and do in other countries of the world
To make generalizations about the mobility of many Americans by looking at how they spend vacation time
To try to explain why people in other cultures are less mobile than Americans.

Further Suggestion:

The use of free time to travel is common. Planning ahead for the use of time can make the trip a better experience. Plan a trip which you expect to take in the future. Translate your plans onto a map, showing where you expect to go. You may wish to ask a travel agency for help.

WHERE HAVE YOU BEEN?

If you choose this activity you can map the places you've been and compare your map with a partner's and others in the class. You will also consider the factors that make travel possible for many people in the world and not possible for others.

TAKE THE MAP OF THE UNITED STATES HOME. WITH THE HELP OF YOUR FAMILY:

1. Place a star where you live now and where you have lived. Place a number next to the star to indicate how long you have lived there.

   Now draw a line from the stars to any place you have traveled for a vacation. If you have traveled to a place more than once circle the destination.

   Then color code the lines. Use blue if you traveled by car. Use red if you traveled by bus, green if by plane, and orange if by train.

   If you traveled to a place not on the map, mark a line to the edge of the map in the direction of the place you went and label the line with the name of the place.

2. Then compare your map with someone else's.

   Who has traveled the farthest?
   Who has traveled the most?
   Who has traveled by plane the most?
   Who has moved the most?

3. Now make a list of statements that would help explain your travel habits.

   What have you learned from your travels and vacations?

   Why do you think people like to travel on their vacations?

   Do you think people in Nigeria travel as much as you do? Explain why you feel as you do.

   How could you find out?

   If a country had many trains, planes, and roads, would you expect its people to travel on their vacations. Use an atlas to find countries that have many fast means of transportation.

Even if travel is slow in a country what are some reasons that people travel to other places? How many of these reasons have to do with leisure time? How many of your travel activities have to do with leisure time?

BRITISH COLUMBIA
ALBERTA
SASKAT
MANITO
WASHINGTON
MONTANA
NORTH DAKOTA
OREGON
IDAHO
SOUTH DAKOTA
WYOMING
NEVADA
CALIFORNIA
NEBRASK
UTAH
COLORADO
KANSA
ARIZONA
NEW MEXICO
OK
TEXAS
MEXICO

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ONTARIO
QUEBEC
MAINE
VT.
N.H.
MASS.
CONN.
R.I.
NEW YORK
PENNSYLVANIA
N.J.
MD.
DEL.
MINNESOTA
WISCONSIN
MICHIGAN
IOWA
ILLINOIS
INDIANA
OHIO
WEST VIRGINIA
VIRGINIA
KENTUCKY
MISSOURI
NORTH CAROLINA
TENNESSEE
ARKANSAS
SOUTH CAROLINA
MISSISSIPPI
ALABAMA
GEORGIA
LOUISIANA
FLORIDA

35

Title: DOING NOTHING

Introduction:

According to some people doing nothing is equal to leisure. When we are doing something, when something is to be accomplished or produced we are at work. When we engage in an action or refrain from acting (doing nothing) with no real end in mind are we engaged in leisure? Students are often made to feel guilty for doing nothing. This activity explores the relationship of leisure to "doing nothing" and seeks to help students distinguish between leisure and laziness.

Objectives:

Students will decide if doing nothing is ever a leisure activity
Students will recognize the tendency in our society to look down on those who do nothing
Students will suggest ways where doing nothing could be doing something

Procedure:

Duplicate student handouts for the class. All necessary information is included in the handouts. The activity can be done individually or by the class as a whole.

IF YOU CHOOSE THIS ACTIVITY YOU WILL BE DOING SOMETHING. BUT THE ACTIVITY IS ABOUT DOING NOTHING !

Read the following short articles and be ready to decide when you are doing nothing.

1. Describe when you have enjoyed doing nothing, and when you haven't.

2. Draw a picture of someone doing nothing. Why do you think this person is doing nothing?

3. When is it O.K. to do nothing? Find another student who agrees with you. Can you find an adult who agrees with you?

4. Can someone think you are doing nothing when you are really doing something? Give examples.

5. Many other cultures seem to see the importance of doing nothing. Why is it so difficult for people in our culture to see the importance of doing nothing?

6. Find as many proverbs you can that relate to using time, being lazy, etc. From these proverbs, what can you say about our culture's view of time?

Title: COLLAGE

Introduction:

We all have different ideas about what is WORK and what is LEISURE. One way for students to express their ideas about work and leisure is by making a collage, communicating their experiences through pictures.

Objectives:

To communicate personal experiences through pictures
To categorize personal activities as either work or leisure
To compare individual collages
To write a preliminary definition of work and leisure based on the students' own experiences

Materials:

If possible you should supply poster board, magazines, glue, and scissors. If not, the students will have to furnish their own equipment.

MAKING A COLLAGE

First, you should list all the activities in which you participate. This list should include things you have to do as well as things you want to do. Then divide this list of activities into two smaller lists. One list should contain work activities, the other leisure activities.

NOW MAKE A COLLAGE

On one side of the collage put pictures which represent the things you do which you consider to be work. On the other side of the collage put pictures of things you do which you consider to be leisure activities.

Remember: A collage should be attractive and communicate a message. The collage does not have to be rectangular in shape. You can use letters, drawings, paint, and other materials as well as pictures to get your ideas across.

After making your collage, compare your collage with someone else's collage.

Do the two of you agree on what is work and what is leisure?

Identify those activities that both of you have listed as work or leisure.

Further Assignment

In at least two paragraphs describe the difference between work and leisure. See if what you wrote is similar to what another student wrote. If you wish, make changes in your essay after reading some of the essays by other students.

Title: BRAINSTORMING

Introduction:

"Students have time on their hands." This is a comment often made about adolescents in America. Yet, students often don't know what to do with their leisure time, and many are quite ready to return to school in the fall. Making choices about the use of time is easier when students can choose from many possible activities, comparing the advantages and disadvantages of each option. One reason people get bored is that they have few ideas of what they could do. The purpose of this activity is to have students practice divergent thinking skills in order to generate more options from which to choose their free time activities.

Objectives:

To increase the students' ability to generate multiple alternatives for the use of free time
To make students aware of the many activity options available when they have leisure time

Procedure:

This is an activity that students choose to do. All of the instructions are contained in the handout, "Brainstorming."

If you wish, you may have the entire class do the activity at the same time.

BRAINSTORMING

Have
You Ever
Had Trouble
Deciding How
To Use Your Time?

I bet you can remember a time when you said that there was nothing to do. If you choose this activity, you will get to practice "Brainstorming," a technique to help you generate ideas on how to use your free time.

You will need 1 partner for Round 2.
You will need your original partner and 2 additional partners for Round 3.

You could decide to work by yourself, but "Brainstorming" is a good way to learn new ideas by working with others.

Listed below are 5 situations. Pick one. You may decide to do them all.

1 List all of the ways you could use a Saturday afternoon.

2 List all of the ways you could spend $5.

3 List all the things a person could do after he retires.

4 List all of the ways in which people can use their free time.

5 List all the free activities you could do.

ROUND 1 Write down as many items as possible for the situation you have chosen. Don't worry about whether the ideas make sense or are possible. If you think of it, then write it down!

ROUND 2 Get together with a partner and combine your lists. You probably are getting close to 100 ideas.

ROUND 3 Now get together with 2 other people and combine your lists. You should have even more ideas now. Circle ten ideas that you really like, and compare your list with those of the other students.

REMEMBER: All ideas count--use your imagination--think of an idea no one else has--no right or wrong answers!

Title: TAKING A STAND

Introduction:

Students often argue about an issue. But they very seldom support their views with facts. Many times they don't even listen to the views of other people. Participating in a debate will give students the opportunity to research an issue and present their views in an orderly fashion. This activity allows students to practice dealing with conflicting views in a structured manner.

Objectives:

Students will take a stand on an issue related to time, work and leisure
They will improve their skills in library research and note-taking
They will organize their arguments and present these arguments before an audience
They will refute arguments presented by others

Procedure:

Students should choose this activity. Have copies of the student handout available.

NOTE: The purpose of this activity is to offer a forum for the exchange of knowledge and feelings more than to provide formal debate training. For this reason, the emphasis might be placed on content and persuasiveness rather than on the formalities of debate.

If you need to change the formalities mentioned in the student handout, feel free to do so.

Help students to keep in mind that preparation for and participation in a debate may call for a significant investment of time and effort. Help them to plan their time well.

TAKING A STAND

As people have more and more free time and work less and less, they have to decide how this free time should be used. Many people disagree about the importance of time and work and the ways in which time should be used. This activity gives you the opportunity to debate some of the issues that will be decided during your lifetime.

- A debate is an organized discussion of an issue by two teams that argue different sides of the issue.
- The issue is stated one way or the other as a resolution.
- One of the teams argues for the resolution and is referred to as the pro team.
- One of the teams argues against the resolution and is called the con team.
- Each of the teams gathers facts and makes a case for its position before the debate begins.

IF YOU PLAN TO PUT ON A DEBATE YOU WILL NEED TO COMPLETE THE FOLLOWING STEPS. EACH IS DESCRIBED IN DETAIL IN THIS PACKET.

Decide on a resolution.

Formulate the teams.

Decide on a place and time for the debate.

Prepare for the debate.

Conduct and evaluate the debate.

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DECIDE ON A RESOLUTION

Several days before you plan to hold the debate, choose the resolution to be debated. Some examples of resolutions are listed below. You can make up your own, but make sure that the resolution clearly takes one side of the issue.

Resolved: Every person over 16 years of age who lives in the United States should receive a minimum income, whether or not he or she works.

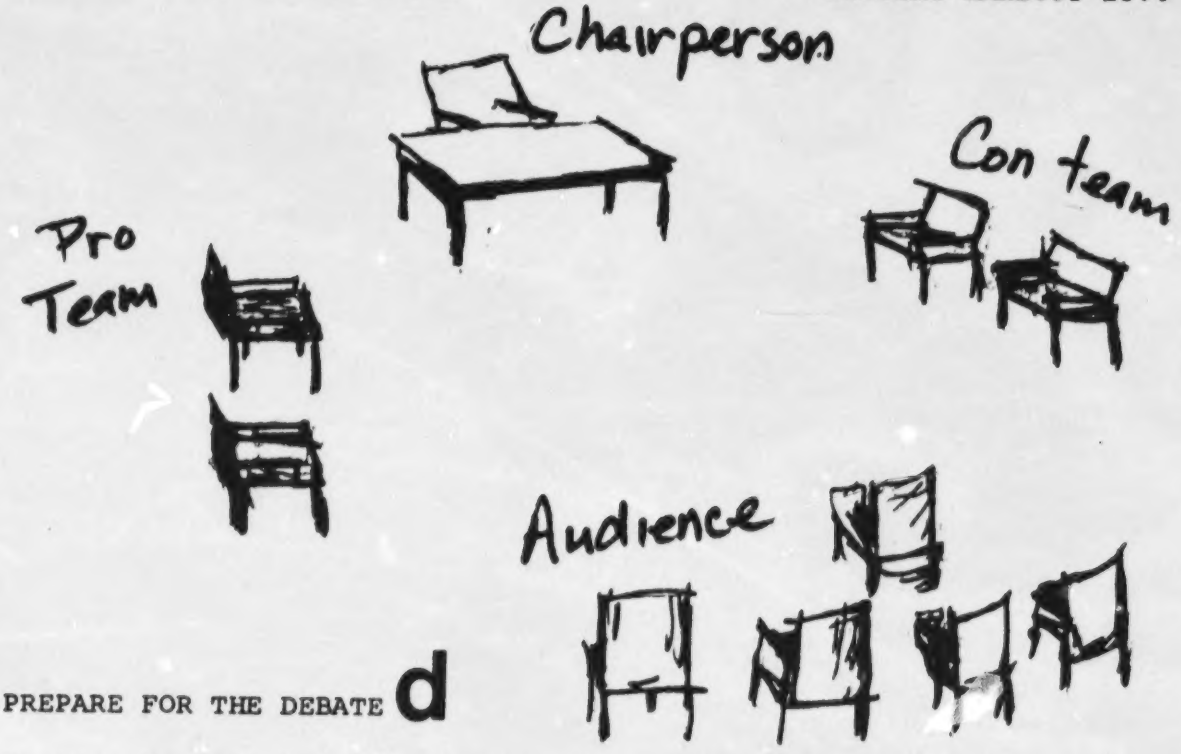
Resolved: People should pay every time they use a national park or national forest.

FORMULATE THE TEAMS b

You will need at least 5 people for the debate. You need 2 people on the pro team and 2 people on the con team. The 5th person should be the chairperson. This is the person who keeps order during the debate and calls on the speakers. Your teacher might be the chairperson for your debate.

DECIDE ON A PLACE AND TIME FOR THE DEBATE c

Set up a time and place for the debate. Decide on the audience for the debate. You could invite your entire class, another class, or even parents to the debate. Deciding on the audience will help you determine when and where to hold the debate. You will need to prepare the room so that it looks like the diagram on the next page. Make sure that the room can be set up in this way. REMEMBER TO MAKE ALL PLANS IN ADVANCE.



PREPARE FOR THE DEBATE

Decide who will be the pro team and who will be the con team. The pro team favors the resolution and the con team is against the resolution.

Pro and con team members should do research in order to be sure of their facts. By gathering information you will be able to present a stronger case for your side in the debate.

Look up books on the subject.
Look up magazine and newspaper articles on the issue.
(Use the Readers' Guide to Periodical Literature)
Visit and interview local experts on the issue.

Take notes on the information you obtain and put them on cards. Be sure to write down the source of each piece of information.

You may also make charts, posters, and other visual aids to present the information you find.

Decide who will be the first speaker on your team and who will be the second. Divide the major points to be presented between the two team members. You should organize your data around some major points you wish to present. You want to make sure that you make these points clear in the debate.

REMEMBER: Make sure your opening arguments and position are well prepared and you know what you want to say.

HAVE THE DEBATE

Follow this procedure:

1) The chairperson will announce the resolution to be debated.

2) The chairperson will introduce members of the pro and con teams.

3) The chairperson will describe the order of debate and will limit each speaker's time.

4) The chairperson will handle the evaluation and question portion of the debate.

Order of Debate

General Presentation (This is the order for the speakers in this section of the debate.)

1st Pro
1st Con
2nd Pro
2nd Con

Each speaker has from two to five minutes to speak, depending on the class's decision. Each speaker presents strong arguments for his or her side of the resolution.

Only ONE person speaks at a time

Rebuttal

1st Con
1st Pro
2nd Con
2nd Pro

Each speaker has two minutes to give a rebuttal or answer to the arguments presented by the other side. A debate can have as many rounds of rebuttal as the members wish.

Discussion

The chairperson asks for questions from the audience. The debaters then have a chance to answer the questions.

This is not a necessary part of a debate, but it can be the most interesting. The questions from the audience often are an indication of how well the teams have presented their views.

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EVALUATE THE DEBATE

Here are two ways you might evaluate the debate:

(1) Have the members of the audience vote on whether they agree with the resolution before the debate begins. Record the votes. People may vote "undecided" at this point.

After the debate, ask the audience to vote again. This time do not allow people to vote "undecided." Ask them to consider the arguments in casting their votes.

The team that has the most changes in the votes in its favor is the winner, not the side with the most votes.

Let the audience members discuss the reasons for their votes.

(2) Have the chairperson ask the audience to decide whether the pro or con team did a better job in debating the resolution. How well did the speakers present their ideas during the general presentation? You might list these ideas.

Did they document (give sources of) their data?

How well did they answer their opponents' arguments?

Title: PREDICTIONS

Introduction:

"Fred would make a great doctor." "Jean is so considerate and patient, she would be a great school teacher." "Juan is a born runner, I'll bet you see him in the Olympics some day." Most of us have made statements like these before. Based on our experiences with friends, we all have ideas about the occupations in which they might excel. In junior high school these predictions often appear in the year book. It is amazing how accurate some of these predictions are.

This activity focuses on the conceptions students have of what is required in certain occupations or lines of work by having students make predictions about the future activities of some of their friends. This activity exposes students to the images that others have of them, and it encourages students to share these perceptions with each other.

Objectives:

To compare their predictions with the predictions of other students
To discover for themselves how friends perceive their strengths and abilities
To share their ideas about the skills and abilities that are necessary for certain occupations and lines of work

Materials:

Duplicate copies of the student handouts for use by small groupsof students at their discretion, or duplicate the student handouts for everyone in the class the day before doing the activity.

All of the instructions and necessary materials are included in the student handouts entitled "Predictions." This activity can be done in small groups at different times or the entire class can do the activity at the same time.

NOTE: Encourage students to focus only on the positive characteristics of their friends when in the groups.

Students will be acquiring information and feedback about themselves, and this can be sensitive.

Help students avoid sex stereotyping in terms of what a person can or cannot be.

PREDICTIONS

"Fred would make a great doctor, don't you think?"

"Sally is so smart, I wouldn't be surprised if she became an important political person in the future."

"Juan is a born runner. I'll bet you see him in the Olympics some day."

If you choose this activity you will have the opportunity to make predictions about how you and your friends will be spending time in the future.

INSTRUCTIONS

Find 3 or 4 students to work in a group. These should be people you know and with whom you have spent time.

Find a place where you can work and talk to each other.

Fill out the prediction sheet.

Get together and share your predictions with the group.

Discuss some of these questions:

1. Did other people place you in positions that you would have never considered youself?
2. Did you get placed in the same position by more than one person? If so, why?
3. Ask people why they placed you in a certain position. Tell others why you placed them where you did.
4. Which predictions does the group feel are most likely to be correct?

We all continue to grow, and very few people hold just one job. How many of these positions would you like to try? For which position do you think you are best qualified? Which position fits your personality and ambitions the best?

Write a short story that describes you for a day in the position of your choice. Describe a good day and a bad day in the position.

PREDICTION SHEET

Place the name of each person in your group next to the position you predict they will hold in the future if these are the only positions available.

House Builder_____

Teacher_____

Magician_____

Governor_____

Businessman_____

Radio Announcer_____

Poet and Writer_____

Police Officer_____

Doctor_____

Minister_____

Farmer_____

Cook_____

Clown_____

Movie Star_____

Student_____

Dancer_____

Professional Athlete_____

Salesman_____

Mathematician_____

Title: IT'S A MAN'S WORLD

Introduction:

Many jobs in our society can be handled by people of either sex. Yet traditional ideas about what men and women are like and what they ought to do make it hard for people to get jobs that have usually been held by members of the opposite sex. In this activity students will identify their sex role attitudes as they relate to occupational roles. Students will then compare their views with data on the sex of people in the United States who hold those positions and suggest ways to explain these statistics and their attitudes.

Objectives:

To make students identify their sex role attitudes as they relate to occupational status
To compare personal attitudes with social realities and suggest the reasons for these realities
To recognize that roles can be defined differently, using examples from other cultures

Procedure:

This activity is designed to be done by small groups of students on their own and by choice, but you may have the entire class do the activity.

Should a woman be a football player? Should a man be a nurse?
Should a woman be a police officer? Should a man be a dancer?

PICK A PARTNER AND FIND OUT BY COMPLETING THIS ACTIVITY.

Below is a list of jobs performed by people in the United States. Look at each job and fill in the columns.

WHO IS BEST SUITED FOR THIS JOB?

	Woman	Man	Both	Why
Police Officer				
Telephone Operator				
Nurse				
Football Player				
Clerk in Store				
Farmer				
Doctor				
Teacher (Elementary School)				
Electrician				
Weaver				
Household Worker				
Truck Driver				
Road Construction Worker				

Now check through the occupational listings and write the percentage of females and males that hold that job on your list.

How do your opinions compare to the actual distribution of males and females in these jobs?

Why do you feel that certain jobs should be held by people of a particular sex? List the reasons.

How many of the jobs which you felt both sexes could do well were dominated by either male or female workers? What could account for this difference?

Now fill out the worksheet on the next page. What general statements can you make that you think explain why certain jobs are filled by men and certain jobs are filled by women?

1. _____

2. _____

3. _____

4. _____

5. _____

Now write a paragraph discussing whether or not you think it is fair for some jobs to be held almost exclusively by men and others almost exclusively by women.

BUT THINGS ARE DIFFERENT IN OTHER PARTS OF THE WORLD

In China many women hold many of the jobs held mostly by men in the United States. Women are soldiers and work in heavy industry.

In Israel, women are not always exclusively in charge of raising the children. The children can grow up in community groups where many different people help in raising them.

In many parts of Africa the woman is the chief farmer. She is responsible for planning, cultivating, and harvesting the crops.

Below, try to explain why these differences are possible. Would these changes be good for us in America? What would have to happen for jobs to be more equally distributed in the United States?

SEX ROLES IN AMERICAN SOCIETY

Male-Female Roles in American Society

The chart on the following page, Occupational Statistics, 1960, contains a long list of occupations that Americans are pursuing at the present time. It indicates how many people are involved in different occupations and what percentage of that number if female. (You can figure out the percentage of men by subtracting the female percentage from 100.)

As you examine the chart fill in the boxes.

Go through the chart and find five to ten jobs that you might want to do. Be sure you have at least three jobs in each category.

--What conclusions can you draw from the information about your doing this job?

--Which of these jobs are filled mostly by women? Mostly by men?

--What reasons might account for this pattern?

JOBS WITH FEWER THAN 25% WOMEN

JOBS THAT ARE FILLED BY 75% OR MORE WOMEN

Occupational Statistics, 1960

Detailed Occupation	Total employed (000)	Percent female 1960	1950
Total employed	64,639,336	32.8	27.9
Professional, technical & kindred workers	7,232,410	38.1	39.6
Accountants and auditors	471,302	16.8	14.8
Actors	9,200	34.7	34.6
Airplane pilots & navigators	26,976	0.6	1.4
Architects	30,261	2.5	4.0
Artists & art teachers	101,852	35.3	38.2
Athletes	4,224	8.0	6.1
Authors	27,806	25.4	38.8
Chiropractors	14,320	9.8	14.3
Clergymen	200,999	2.3	4.1
College president, professors & instructors	177,739	21.9	23.2
Dancers and dancing teachers	20,432	77.6	71.2
Dentists	83,003	2.3	2.7
Designers	65,856	18.3	36.9
Dietitians & nutritionists	26,119	92.8	94.0
Draftsmen	213,369	5.5	6.3
Editors & reporters	100,717	37.2	37.6
Engineers & technical	860,949	0.8	1.2
Aeronautical	51,703	1.6	1.9
Chemical	41,026	0.9	1.9
Civil	155,173	0.6	1.6
Electrical	183,887	0.8	1.2
Industrial	97,458	2.1	1.1
Mechanical	158,188	0.3	0.5
Metallurgical & metallurgists	18,459	1.0	2.0
Mining	12,084	0.3	0.8
Sales	56,836	0.3	–
Not elsewhere classified	86,135	0.8	2.3
Entertainers	10,982	22.1	29.0
Farm & home management advisors	13,417	47.0	49.3
Foresters & conservationists	32,115	2.4	3.2
Funeral directors & embalmers	36,981	6.1	6.7
Lawyers & judges	212,408	3.5	3.5
Librarians	83,881	85.6	88.6
Musicians & music teachers	191,884	57.1	50.7
Natural scientists	149,330	9.9	11.6
Agricultural scientists	7,895	5.2	5.3
Biological scientists	13,937	26.7	29.2
Chemists	83,420	8.6	10.0
Geologists & geophysicists	18,551	2.3	5.6
Mathematicians	7,527	26.5	38.0
Physicists	13,941	4.2	6.5
Miscellaneous natural scientists	4,059	9.8	15.9
Nurses, professional	582,379	97.5	97.6
Nurses, student professional	57,340	98.6	97.9
Optometrists	16,044	4.2	5.7
Osteopaths	3,940	12.0	15.2
Personnel & labor relations workers	97,870	30.9	28.8
Pharmacists	92,115	7.7	8.3
Photographers	51,567	12.0	17.3
Physicians & surgeons	228,926	6.8	6.1
Public relations men & publicity writers	30,363	23.1	10.5
Radio operators	28,441	10.4	9.2
Recreation & group workers	36,355	42.6	41.8
Religious workers	56,338	62.3	69.4
Social & Welfare workers, exc. group	96,696	62.7	69.2
Social scientists	56,580	25.1	32.3
Economists	19,132	14.5	18.4
Psychologists	12,040	31.1	43.8
Statisticians & actuaries	21,885	30.6	35.9
Miscellaneous social scientists	3,523	27.1	32.4
Sports instructors & officials	76,888	32.4	24.8
Surveyors	43,565	3.9	3.7
Teachers			
Elementary Schools	1,003,576	85.7	90.9
Secondary schools	518,014	47.0	56.7
Teachers	150,324	61.6	20.8
Technicians			
Medical & dental	138,162	62.4	56.7
Electrical & electronic	91,463	4.6	–
Other eng. & physical sciences	183,609	12.8	18.0
Technicians	65,723	23.6	34.1
Therapists and healers	36,654	53.9	49.5
Veterinarians	14,819	2.1	6.2
Professional, technical & kindred workers	308,497	20.4	26.7
Farmers & farm managers	2,505,684	4.7	2.7
Farmers (owners & tenants)	2,481,202	4.7	2.7
Farm managers	24,482	2.9	6.3
Managers, officials & propr. exc. farm	5,409,543	14.4	13.5
Buyers & department heads, store	233,974	23.0	25.4
Buyers & shippers, farm products	17,353	2.0	2.1
Conductors, railroad	43,810	0.3	0.6
Credit men	46,657	25.0	21.7
Floormen & floor managers, store	10,850	49.7	46.2
Inspectors, public administration	75,542	3.9	4.0
Federal public administration & postal service	40,706	3.5	3.0
State public administration	13,395	4.4	3.8
Local public administration	21,441	4.3	5.5
Managers & superintendent, building	52,887	37.2	34.1
Officers, pilots, pursers & engineers	34,058	0.5	2.9
Officials & administrators public administration	198,632	19.1	17.1
Federal public administration & postal service	67,704	11.6	10.8
State public administration	36,375	13.0	12.1
Local public administration	94,553	26.8	22.4
Officials, lodge, society, union, etc.	33,235	10.1	10.8
Postmasters	36,671	40.4	43.1
Purchasing agents & buyers	103,368	9.4	9.1
Managers, officials & proprietors –salaried	2,554,314	13.0	12.0
Construction	142,542	3.4	2.3
Manufacturing	646,084	6.7	6.6
Transportation	117,844	4.5	3.6
Communications, utilities & sanitary service	102,353	10.9	14.0
Wholesale trade	199,954	7.0	5.7
Retail trade	605,904	15.4	15.2
Food & dairy products stores	104,838	8.7	11.7
Eating & drinking places	71,884	30.4	28.2
General mdse. & ltd. price variety store	87,194	24.8	22.3
Apparel & accessories stores	50,018	33.1	32.2
Furniture, housefurnishing & equipment stores	31,085	10.6	9.2
Motor vehicles & accessories retailing	85,801	4.4	3.4
Gasoline service stations	43,293	1.1	1.5
Hardware, farm equipment building material retail	53,790	4.2	3.6
Other retail trade	78,001	17.9	17.0
Banking & other finance	203,190	10.4	12.6
Insurance & real estate	140,062	17.2	16.5
Business services	64,559	21.1	19.7
Automobile repair services & garages	20,984	4.1	1.7
Miscellaneous repair services	7,218	6.6	5.3
Personal services	76,633	34.2	33.4
All other industries (incl. not reported)	226,987	31.1	23.6
Managers, officials, proprietors –self-employed	1,968,192	14.6	13.4
Construction	225,256	1.3	1.3
Manufacturing	170,372	6.9	6.0
Transportation	39,312	6.0	4.7
Communications, utilities & sanitary service	5,038	7.9	3.9
Wholesale trade	134,428	5.1	4.2
Retail trade	999,863	18.2	17.2
Food & dairy products stores	218,121	19.4	18.1
Eating & drinking places	208,244	31.4	26.3
General mdse. & ltd. price variety stores	45,736	23.3	18.0
Apparel & accessories stores	56,559	33.7	30.7
Furniture, housefurnishing & equipment stores	49,269	9.1	8.3
Motor vehicles & accessories retailing	56,128	2.7	2.6
Gasoline service stations	150,551	2.7	3.7
Hardware, farm equipment bldg. material	67,005	5.1	4.9
Other retail trade	148,200	20.9	18.5

Banking & other finance	22,228	5.2	4.7
Insurance & real estate	49,589	14.3	13.2
Business services	36,778	15.8	14.5
Automobile repair services & garages	38,143	3.0	1.8
Miscellaneous repair services	19,975	5.1	4.4
Personal services	130,402	33.1	27.3
All other industries (inc. not reported)	96,808	22.1	14.6
Clerical & kindred workers	9,306,896	67.6	61.9
Agents	160,262	18.1	15.6
Attendants & assistants, library	32,257	77.3	74.2
Attendants, physicians & dentists office	70,655	97.6	95.0
Baggagemen, transportation	5,467	3.4	1.9
Bank tellers	129,190	69.2	44.8
Bookkeepers	913,231	83.7	77.1
Cashiers	468,950	78.5	79.7
Collectors, bill & account	30,573	21.2	14.7
Dispatchers & starters, vehicle	57,802	11.0	11.6
Express messengers & railway mail clerks	6,598	3.5	1.5
File clerks	131,367	85.5	86.3
Insur. adjusters, examiners & investigators	55,177	12.0	3.1
Mail carriers	196,728	2.1	2.1
Messengers & office boys	58,833	18.0	18.3
Office machine operators	307,828	74.0	82.3
Payroll & timekeeping clerks	106,874	59.6	44.0
Postal clerks	209,385	18.2	12.3
Receptionists	134,121	97.8	96.7
Secretaries	1,463,958	97.2	94.2
Shipping & receiving clerks	280,214	8.3	7.0
Stenographers	270,179	95.7	96.4
Stock clerks & storekeepers	325,869	15.0	10.5
Telegraph messengers	4,075	5.4	10.6
Telegraph operators	20,075	22.6	21.7
Telephone operators	356,916	95.8	95.5
Ticket, station & express agents	72,058	22.0	11.4
Typists	522,203	95.1	92.6
Clerical & kindred workers	2,916,772	59.2	53.3
Sales workers	4,638,985	35.8	34.1
Advertising agents & salesmen	33,901	13.8	14.1
Auctioneers	4,052	2.1	8.6
Demonstrators	24,225	92.4	81.9
Hucksters & Peddlers	54,384	58.4	14.2
Insurance agents, brokers & underwriters	364,557	9.7	9.2
Newsboys	190,408	4.4	4.0
Real estate agents and brokers	193,104	23.9	14.4
Stock & bond salesmen	28,617	6.4	9.9
Salesmen & sales clerks	3,745,537	40.3	38.2
Manufacturing	464,770	10.4	6.9
Wholesale trade	495,405	4.1	3.7
Retail trade	2,607,410	53.6	48.9
Other industries (incl. not reported)	177,952	25.0	23.1
Craftsmen, foremen & kindred workers	8,741,292	2.9	3.0
Bakers	108,367	16.2	11.7
Blacksmiths	20,030	0.5	0.5
Boilermakers	23,754	0.2	0.9
Bookbinders	27,015	55.6	56.2
Brickmasons, stonemasons & tile setters	185,909	0.4	0.6
Cabinetmakers	65,669	1.4	1.5
Carpenters	818,835	0.3	0.5
Cement & concrete finishers	40,767	0.2	0.6
Compositors & typesetters	179,552	8.5	6.3
Cranemen, derickmen & hoisters	123,991	0.5	0.8
Decorators & window dressers	50,939	46.3	30.0
Electricians	337,147	0.7	0.7
Electrotypers & sterotypers	9,178	0.8	3.7
Engravers, exc. photoengravers	11,269	17.3	12.7
Excavating, trading & road machinery operators	198,802	0.3	0.5
Foremen	1,175,112	6.7	8.1
Construction	96,477	0.2	0.5
Manufacturing	744,011	7.7	9.8
Metal industries	129,068	1.5	2.1
Machinery, including electrical	132,624	3.3	5.9
Transportation equipment	81,357	1.3	1.7
Other durable goods	100,481	5.7	7.4
Textiles, textile products & apparel	74,365	31.3	30.5
Other nondurable goods (incl. not specific mfg.)	226,116	8.1	10.7
Railroads & railway express service	35,875	0.2	0.5
Transportation, exc. railroad	27,099	1.1	1.2
Communications & utilities & sanitary service	57,579	1.8	2.5
Other industries (incl. not reported)	214,071	9.1	10.1
Forgemen & hammermen	11,698	3.4	2.0
Furriers	3,283	15.1	14.4
Glaziers	14,987	1.5	3.2
Heat treaters, annealers & temperers	19,568	1.5	1.4
Inspectors, scalers & graders, log & lumber	19,661	4.1	3.8
Inspectors	98,193	5.8	7.0
Construction	14,854	0.7	1.0
Railroads & railway express service	29,361	0.3	0.4
Transportation exc. R.R. comm., other pub. utilities	14,458	1.7	3.9
Other industries (incl. not reported)	39,520	13.3	15.5
Jewellers, watchmakers, goldsmiths & silversmiths	36,762	5.8	5.4
Job setters, metal	39,718	0.8	1.2
Linemen & servicemen, telegraph, telephone & power	274,621	2.0	2.3
Locomotive engineers	56,630	0.2	0.6
Locomotive firemen	37,087	0.3	0.4
Loom fixers	23,889	0.9	1.1
Machinists	498,688	1.3	1.6
Mechanics & repairmen	2,223,358	1.2	1.2
Air conditioning, heating & refrigeration	61,997	0.2	–
Airplane	114,181	1.5	1.6
Automobile	682,103	0.3	0.6
Office machine	29,262	1.0	0.8
Radio & television	102,829	0.3	0.5
Railroad & car shop	39,020	0.3	0.5
Not elsewhere classified	1,193,966	1.7	1.6
Millers, grain, flour, feed, etc.	9,039	0.7	0.7
Millwrights	64,348	0.1	0.4
Molders, metal	48,929	3.0	1.1
Motion picture projectionists	17,559	2.2	1.9
Opticians, lens grinders & polishers	20,349	1.5	13.1
Painters, construction & maintenance	370,660	2.1	2.1
Paperhangers	10,181	14.3	14.0
Pattern & model makers, exc. paper	38,939	1.7	3.4
Photoengravers & lithographers	25,015	5.2	3.7
Piano & organ tuners & repairmen	6,011	2.5	3.5
Plasterers	46,169	0.3	0.8
Plumbers & pipe fitters	304,459	0.3	0.7
Pressmen & plate printers, printing	73,914	4.2	4.3
Rollers & roll hands, metal	29,655	2.7	2.2
Roofers & slaters	47,980	0.2	0.5
Shoemakers & repairers, exc. factory	36,188	3.7	3.8
Stationary engineers	269,743	0.6	0.7
Stone cutters & stone carvers	6,102	2.2	2.6
Structural metal workers	58,223	0.4	0.5
Tailors	41,021	21.8	19.5
Tinsmiths, coppersmiths & sheet metal workers	135,315	1.1	0.9
Toolmakers & die makers & setters	182,345	0.6	0.7
Upholsterers	59,370	9.5	8.5
Craftsmen & kindred workers	105,279	1.6	1.6
Former members of the Armed Forces	–	–	–
Operatives & kindred workers	11,897,601	27.4	27.1

Detailed Occupation	Total employed (000)	Percent female 1960	1950
Total employed	64,639,256	32.8	27.9
Apprentices	82,537	2.7	2.8
Auto mechanics	1,771	1.1	3.9
Bricklayers & masons	2,802	0.4	0.4
Carpenters	5,159	0.4	0.8
Electricians	9,117	0.7	0.9
Machinists & toolmakers	15,183	1.5	1.0
Mechanics, exc. auto	3,567	1.9	7.3
Plumbers & pipe fitters	7,742	0.4	4.5
Building trades	2,250	2.3	0.8
Metalworking trades	5,415	1.9	1.1
Printing trades	11,343	2.3	2.6
Other specified trade	8,411	8.6	3.8
Trade not specified	9,777	6.4	4.9
Asbestos & insulation workers	18,086	3.5	2.8
Assemblers	614,347	44.1	39.6
Attendants, auto service & parking	351,826	2.0	2.8
Blasters & powdermen	6,370	1.1	0.9
Boatmen, canalmen & lockkeepers	6,779	1.4	2.5
Brakemen, railroad	61,670	0.2	0.4
Bus drivers	181,794	10.1	3.2
Chainmen, rodmen & axmen, surveying	9,639	4.1	2.3
Checkers, examiners & inspectors, mfg.	480,092	44.8	53.3
Conductors, bus & street railway	4,237	2.1	1.8
Deliverymen & routemen	419,651	2.6	1.8
Dressmakers & seamstresses, exc. factory	119,217	96.7	97.3
Dyers	18,411	4.0	4.3
Filers, grinders & polishers metal	148,424	5.3	4.5
Fruit, nut, and vegetable graders & packers exc. factory	220,060	68.3	60.2
Furnacemen, smeltermen & pourers	53,343	1.7	2.2
Graders & sorters, mfg.	34,446	65.5	63.7
Heaters, metal	7,657	2.2	4.5
Knitters, loopers & toppers, textile	44,039	67.2	51.0
Laundry & dry cleaning operatives	386,873	71.7	67.2
Meat cutters, exc. slaughter and packing house	180,755	3.0	2.0
Milliners	3,826	90.6	89.4
Mine operatives & laborers	290,148	0.4	0.8
Coal mining	116,263	0.2	0.4
Crude petroleum & natural gas extraction	91,468	0.4	0.4
Mining & quarrying, exc. fuel	82,417	0.7	2.7
Motormen, mine, factory, logging camp., etc.	12,747	0.5	0.9
Motormen, street, subway & elevated railway	7,436	1.3	1.3
Oilers & greasers, exc. auto	51,364	1.0	1.6
Packers & wrappers	438,140	60.0	64.1
Painters, exc. construction & maintenance	138,053	9.5	11.4
Photographic process workers	41,262	42.7	44.5
Power station operators	26,707	5.1	3.8
Sailors & deck hands	32,748	0.7	1.9
Sawyers	86,704	2.5	2.0
Sewers & stitchers, mfg.	568,495	94.0	93.0
Spinners, textile	48,776	79.0	75.0
Stationary firemen	87,887	0.6	0.9
Switchmen, railroad	57,778	0.4	0.8
Taxicab drivers & chauffeurs	162,499	2.7	1.7
Truck & tractor drivers	1,556,837	0.5	0.7
Weavers, textile	62,691	41.4	39.4
Welders & flame cutters	360,630	4.5	3.6
Operatives & kindred workers	4,610,610	28.7	29.7
Manufacturing	3,977,886	30.7	31.6
Durable goods	1,890,974	20.5	21.2
Sawmills, planing mills, & misc. wood products	132,383	7.8	6.1
Sawmills, planing mills & mill work	96,874	3.4	3.6
Miscellaneous wood products	35,509	19.8	15.9
Furniture & fixtures	99,493	14.8	19.9
Stone, clay & glass products	157,920	14.9	20.0
Glass & glass products	50,658	14.9	18.7
Cement, concrete, gypsum & plastic products	32,726	1.2	3.2
Structural clay products	19,054	11.3	14.8
Pottery & related products	20,088	39.4	41.9
Misc. nonmetallic mineral & stone products	35,394	15.5	17.3
Metal industries	498,499	12.4	13.6
Primary metal industries	233,327	4.9	4.4
Blast furnaces, steelworks & rolling & finishing mills	94,991	1.5	1.6
Other primary iron & steel industries	60,272	3.4	5.1
Primary nonferrous ind.	78,064	10.1	8.7
Fab'd metal ind. (ind. not spec. metal)	265,172	19.0	24.5
Cutlery, hand tools & other hardware	30,727	36.3	20.4
Fabricated structural metal products	59,510	6.0	12.0
Misc. fabricated metal products	173,569	20.4	31.4
Not specified metal ind.	1,366	21.3	23.6
Machinery, exc. electrical	262,510	11.7	15.5
Farm machinery & equipment	21,023	4.3	9.3
Office, computing & accounting machines	24,514	33.2	47.1
Miscellaneous machinery	216,973	10.0	11.6
Electrical machinery, equip. & supplies	289,671	47.6	48.7
Transportation equipment	262,798	10.6	13.9
Motor vehicles & motor vehicle equipment	157,934	10.4	15.3
Aircraft & parts	70,369	13.4	10.4
Ship & boat building & repairing	18,297	4.5	4.2
Railroad & misc. transportation equip.	16,198	7.4	9.6
Professional & photographic equipment & watches	61,561	37.6	46.9
Professional equip. & supplies	41,973	37.8	42.9
Photographic equip. & supplies	10,857	21.6	45.2
Watches, clocks, clock-work-oper. devices	8,731	56.2	55.6
Misc. manufacturing ind.	128,139	45.8	38.7
Nondurable goods	2,077,693	40.0	40.2
Food & kindred products	419,061	27.8	24.2
Meat products	123,621	25.3	11.5
Dairy products	54,983	6.8	7.9
Canning & preserving fruits, vegetables & sea foods	68,465	57.8	51.3
Grain-mill products	28,034	6.8	13.6
Bakery products	41,051	36.1	46.0
Confectionery & related products	23,505	48.9	51.1
Beverage industries	43,697	11.1	14.7
Misc. food preparations & kindred products	31,749	21.8	28.1
Not specified food ind.	3,956	44.3	36.4
Tobacco manufactures	35,424	60.0	66.4
Textile mill products	347,218	47.2	46.9
Knitting mills	57,210	77.7	82.3
Dye'g & fin. text., exc. wool & knit gds.	23,137	18.1	22.5
Floor covering, exc. hard surface	11,259	41.4	49.3
Yarn, thread & fabric mills	235,062	43.8	45.6
Miscellaneous textile mill products	19,550	36.4	52.1
Apparel & other fabricated textile products	400,261	73.3	66.9
Apparel & accessories	362,477	74.7	67.7
Misc. fabricated textile products	37,784	60.5	58.5
Paper & allied products	217,741	22.2	28.1
Pulp, paper & paperboard mills	106,621	8.8	10.1
Paperboard containers & boxes	65,212	31.7	45.1
Misc. paper & pulp prod.	45,908	39.9	44.8
Printing, publishing & allied industries	91,960	37.5	41.6
Newspaper publishing & printing	10,832	20.2	16.7
Printing, publishing & allied ind. exc. newspapers	81,128	39.8	44.0

Chemicals & allied products	185,925	14.1	18.5
Synthetic fibers	22,125	32.5	32.4
Drugs & medicines	16,820	36.3	53.6
Paints, varnishes & related products	16,429	8.0	10.7
Misc. chemicals & allied products	130,551	8.9	12.3
Petroleum & coal products	48,826	1.5	2.9
Petroleum refining	43,461	1.0	2.8
Misc. petroleum & coal products	5,365	5.5	3.9
Rubber & miscellaneous plastic products	150,403	26.7	27.0
Rubber products	103,150	21.9	23.7
Misc. plastic products	47,253	37.3	39.3
Leather & leather products	180,874	47.1	41.3
Leather: tanned, curried & finished	16,605	12.9	16.3
Footwear, exc. rubber	136,777	50.5	44.4
Leather products, exc. footwear	27,492	51.3	46.8
Not specified manufacturing industries	9,219	40.2	62.2
Manufacturing industries (ind. not reported)	632,724	16.3	17.7
Construction	89,530	1.1	2.1
Railroads & railway express service	52,483	0.8	1.3
Transportation, exc. railroad	33,357	6.6	9.3
Communications & utilities & sanitary service	48,650	2.6	6.4
Wholesale & retail trade	202,143	26.5	28.9
Business & repair services	67,091	11.9	12.0
Personal services	13,936	50.7	53.9
Public administration	43,668	9.8	10.9
All other industries (ind. not reported)	81,866	30.8	29.6
Private household workers	1,725,826	96.5	94.8
Baby sitters, private household	327,781	97.5	97.3
Housekeepers, private household	145,391	98.6	96.2
Living in	55,431	98.9	98.9
Living out	89,960	98.3	94.6
Laundresses, private household	39,754	98.2	96.9
Living in	210	100.0	99.2
Living out	39,544	98.2	96.9
Private household workers	1,212,900	95.9	94.3
Living in	103,309	93.6	92.7
Living out	1,109,591	96.1	94.6
Service workers, exc. private household	5,444,962	52.3	44.7
Attendants, hospital & other institutions	391,800	73.6	59.3
Attendants, profess. & personal serv.	70,246	70.4	70.5
Attendants, recreation & amusement	55,423	12.9	8.1
Barbers	178,968	3.1	–
Bartenders	171,901	11.3	6.9
Boarding & lodging house keepers	29,250	88.4	73.0
Bootblacks	9,417	4.1	3.4
Chambermaids & maids, exc. private household	165,195	98.3	99.3
Charwomen & cleaners	179,691	68.3	60.5
Cooks, exc. private household	563,062	64.4	55.7
Counter & fountain workers	157,514	71.5	51.4
Elevator operators	71,882	32.0	30.2
Hairdressers & cosmetologists	301,020	88.7	92.2
Housekeepers & stewards, exc. private household	146,000	80.6	78.3
Janitors & sextons	593,757	13.0	11.8
Kitchen workers ... exc. private household	304,023	59.1	61.4
Midwives	922	76.9	83.1
Porters	142,194	1.9	2.2
Practical nurses	205,974	95.7	95.9
Protective service workers	689,562	4.0	1.8
Fireman, fire protection	137,884	0.2	0.4
Guards, watchmen & doorkeepers	244,486	3.0	2.2
Marshals & constables	5,909	3.8	2.8
Policemen & detectives	252,194	2.7	1.8
Government	235,888	2.3	1.4
Private	16,306	8.1	5.7
Sheriffs & bailiffs	23,930	5.0	4.1
Watchmen (crossing) & bridge tenders	25,139	46.0	5.4
Ushers, recreation & amusement	14,265	30.8	34.2
Waiters	825,606	86.6	82.1
Service workers, exc. private household	178,290	44.2	36.2
Farm laborers & foremen	1,444,807	16.8	18.7
Farm foremen	24,963	2.1	2.5
Farm laborers, wage workers	1,135,800	10.5	8.9
Farm laborers, unpaid family workers	278,826	44.1	34.9
Farm service laborers, self-employed	5,218	2.2	10.8
Laborers, exc. farm & mine	3,107,531	3.5	3.7
Carpenters' helpers, exc. logging & mining	36,306	0.9	–
Fishermen & oystermen	35,769	1.3	1.5
Garage laborers & car washers & greasers	82,746	3.0	3.4
Gardeners, exc. farm and ground keepers	196,446	1.5	2.3
Longshoremen & stevedores	55,780	0.5	1.0
Lumbermen, raftsmen & wood choppers	117,551	0.8	0.9
Teamsters	19,657	0.4	1.5
Truck drivers' helpers	29,675	0.9	–
Warehousemen	113,338	1.4	–
Laborers	2,420,263	4.1	4.3
Manufacturing	862,417	6.2	6.3
Durable goods	553,747	3.3	4.4
Sawmills, planing mills & miscellaneous wood products	99,289	2.7	2.5
Sawmills, planing mills & mill work	87,607	1.8	1.7
Misc. wood products	11,682	9.4	9.8
Furniture & fixtures	16,405	8.0	7.5
Stone, clay & glass products	74,334	3.4	3.9
Glass & glass products	12,175	6.8	9.4
Cement & concrete, gypsum & plaster products	25,248	0.6	0.8
Structural clay products	23,243	2.9	2.5
Pottery & related products	4,135	15.7	11.2
Miscellaneous nonmetallic mineral & stone products	9,533	2.3	2.9
Metal industries	223,696	3.0	3.1
Primary metal industries	168,635	1.0	1.4
Blast furnaces, steel works & rolling & finishing mills	108,655	0.7	1.1
Other primary iron & steel ind.	37,281	1.2	1.6
Primary nonferrous industries	22,699	2.4	2.4
Fab'd metal ind. (ind. not spec. metal)	55,061	8.9	9.3
Cutlery, hand tools & other hardware	4,145	18.2	22.9
Fabricated structural metal products	17,745	2.6	5.8
Miscellaneous fabricated metal products	32,840	11.1	7.6
Not specified metal industries	331	10.0	6.5
Machinery, exc. electrical	40,996	3.4	3.9
Farm machinery & equipment	5,993	3.0	3.0
Office, computing & accounting machines	1,704	8.0	8.4
Miscellaneous machinery	33,359	3.3	3.9
Electrical machinery, equipment & supplies	29,806	17.7	15.5
Transportation equipment	54,890	3.2	4.0
Motor vehicles & motor vehicle equipment	31,956	3.2	4.8
Aircraft & parts	5,568	5.4	5.4
Ship & boat building & repairing	12,292	1.8	1.2
Railroad & miscellaneous transportation equipment	5,074	4.0	3.9
Professional & photographic equipment & watches	3,980	19.1	17.2
Professional equipment & supplies	2,836	18.7	17.7
Photographic equip. & supplies	842	15.9	11.9
Watches, clocks, clockwork-oper. devices	302	31.8	22.6
Miscellaneous manufacturing industries	10,348	17.6	21.7

Detailed Occupation	Total employed (000)	Percent female 1960	1950
Total employed			
Nondurable goods	306,611	9.6	9.7
Food & kindred products	119,409	7.4	7.5
Meat products	26,504	9.5	9.1
Dairy products	16,534	3.0	3.1
Canning & preserving fruits, vegetables & sea foods	17,809	15.2	18.8
Grain-mill products	15,823	1.6	1.6
Bakery products	8,624	11.5	24.3
Confectionery & related products	3,063	–	16.1
Beverage industries	15,017	2.9	3.7
Misc. food preparations & kindred products	14,726	5.2	3.1
Not specified food ind.	1,309	–	24.4
Tobacco manufactures	5,395	22.6	33.0
Textile mill products	36,704	15.6	15.2
Yarn, thread & fabric mills	27,926	15.7	15.3
Other textile mill products	8,778	15.4	14.5
Apparel & other fabricated textile products	9,831	41.0	37.3
Paper & allied products	36,741	6.2	7.1
Pulp, paper & paperboard mills	23,395	2.1	2.9
Paperboard containers & boxes	8,660	11.4	14.9
Miscellaneous paper & pulp products	4,686	17.0	12.4
Printing, publishing & allied industries	11,768	12.8	10.6
Chemicals & allied products	44,861	3.3	5.2
Synthetic fibers	2,391	5.2	6.8
Drugs & medicines	1,892	11.3	16.6
Paints, varnishes & related products	2,850	4.6	5.5
Miscellaneous chemicals & allied products	37,728	2.7	4.5
Petroleum & coal products	15,893	1.1	1.2
Petroleum refining	13,372	0.9	1.0
Miscellaneous petroleum & coal products	2,521	2.2	3.2
Rubber & misc. plastic products	16,521	12.3	10.5
Leather & leather products	9,488	22.6	19.7
Not specified manufacturing ind.	2,059	11.1	11.3
Nonmanufacturing industries (ind. not reported)	1,557,846	3.0	3.1
Construction	612,465	0.6	0.8
Railroads & railway express service	121,052	2.3	2.5
Transportation, exc. railroad	81,419	1.4	2.6
Communications & utilities & sanitary service	116,287	1.0	1.2
Wholesale & retail trade	334,991	4.9	5.9
Business & repair service	21,037	4.6	17.9
Personal services	67,205	7.2	8.8
Public administration	70,937	2.7	2.8
All other industries (ind. not reported	132,453	10.0	6.3
Occupation not reported	3,183,719	38.1	37.6

"Although women in the work force have a somewhat higher-than-average schooling than men, they, more generally than men, work in jobs far below their native abilities or trained capabilities. Barriers to women's employment and to their occupational progress generate feelings of injustice and frustration."

President's Commission on the Status of Women (1963)